Teacher: Margarita Alvarado Reading Lesson Plan Story: “The Lorax” Date: \_\_\_\_\_\_\_\_\_

Unit of plan: Sustainability Theme: WASTE

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| Big Idea: How can we limit waste we create in our lives? | |
| Essential Question: How do our actions impact the environment? | |
| **Skill: Cause and Effect** | **LO.** I can use story clues to figure the cause and effect of events that occur in the story |
| Vocabulary  Cause: a person or thing that acts, happens, or exists in such a way that some specific thing happens as a result  Effect: something that is produced by an agency or cause; result;  Waste: to consume, spend, or employ uselessly or without adequate return.  Consume: use up | [CCSS.ELA-Literacy.RL.2.2](http://www.corestandards.org/ELA-Literacy/RL/2/2/) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  Danielson Framework:  3b Questioning and discussion technique  **Materials Needed**: Story: “The Lorax”, Chart on cause and effect, Copies for group work. |
| **Engage**  **Discuss:**  What does cause and effect mean to you? Use circle map to jot down answers  Review meaning  **Summary: How many of you have seen the movie or heard the story “The Lorax” by Dr. Suess. I will give you a brief summary of the book.**  In this story of a young boy who encounters a forest creature after venturing outside of his artificial city in search of a tree. Ted lives in a town where nothing is quite as it appears; everything is plastic, including the plants. Hopelessly smitten by the beautiful Audrey, who dreams of one day seeing a real tree, Ted boldly leaves the city determined to find the flora and grant her wish. Along the way, the young adventurer crosses paths with the Lorax, a little, mustached defender of nature who doesn't take kindly to human intruders. The better Ted gets to know The Lorax, however, the more he learns that his newfound friend has good reason for being a bit rude. | |
| **Read story with students.**  **Before:**  I have a couple of questions I want you to think about while I am reading the story. Review the list of questions. If you have any questions about the story write them on a post it and then we can add them on later.  **During**  Have you ever what would happen if there were no more trees?  Where would the animals live?  How would we get fresh air?  Why are animals important to the environment?  **After**  Review questions. Ask students do they want to add any other questions. Discuss  What were some of the problems in the story? (Answer will vary, The bears left, fish died and some left, Swomee-Swans left)  What caused them to leave? Why is it a problem?  What effect did it have on the environment?  What would you do to help solve that problem? | |
| **Independent Group Work**  Students will work alone or with partners to answer following questions. Reviewing pervious skill: Main Idea.  Remind students to  What do you think the story is about? What evidence do you have to support your answer? Do you think the stuff that happened in the story is happening now? What are some of the ways you can help make our environment better for people, plants and animals? | **Guided Group Work**  Students will work on cause and effect by completing a graphic organizer using the book “The Lorax”**.**  Part A: will be done together. Review the story. Part B will be done partnership. List the problems. Using prompts. Part C individually. Complete graphic organizer  (Review what does cause mean and what does effect mean.) |
| ***Independent Students***   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ***Guided Group Students***   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Assessment**  **Informal :** Teacher will use checklist to keep track whether or not students master skill  **Formal:** Students will use rubric to self-monitor and share with partner the work they did**.** | **Reflection of lesson:** |

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Reading Rubric

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| **Categories** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| Cause and Effect | All 3 cause and effect relationships included on graphic organizer | 2 cause and effect relationships included on graphic organizer | 1 cause and effect relationship included on graphic organizer | No cause and effect relationships included on graphic organizer |
| Clear description | Extremely clear description of the cause and effect relationships | Clear description of cause and effect relationships | Basic description of cause and effect relationships | Minimal description of cause and effect relationships |
| Language conventions | No capitalization, spelling, or punctuation errors | 1 to 2 capitalization, spelling, or punctuation errors | 3 to 4 capitalization, spelling, or punctuation errors | More than 4 capitalization, spelling, or punctuation errors |

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reading Checklist Date: \_\_\_\_\_\_

Story: “The Lorax”

* = mastery - =not mastered

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| Students’ Name | Cause and Effect | Main Idea / opinion | Comments |
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